DOCUMENT RESUME

ED 291 657 SO 018 860

AUTHOR Berreth, Aniela K.
TITLE An Annotated Bibliography concerning the Status of History as a Discipline in the Curriculum of American Public Schools.
PUB DATE Jun 87
NOTE 48p.; Exit Project, Indiana University at South Bend.
PUB TYPE Reference Materials - Bibliographies (131) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Discovery Learning; Elementary Secondary Education; *History Instruction; Information Sources; Inquiry; Reference Materials; *Social Studies; *United States History

ABSTRACT

Over 40 books and articles are annotated in this study which evaluated the position held by the discipline of history in the social studies curriculum of U.S. public schools. It was found that its position has changed over the years. An effort was made to evaluate these changes and to recommend a desired status for the discipline of history in the future. The study first examined the curriculum and methodological changes known as the New Social Studies. The rationale which led to the formation of the New Social Studies was reviewed as were the inherent difficulties of the New Social Studies. The main difficulty lay with the inquiry method of instruction. Historical knowledge garnered by students through this method was too scattered to be of use in making broad generalizations. Recommendations were that history should be the underpinning upon which social studies is built. The many elective courses spawned by the New Social Studies should be integrated into a greater vision of the world. History should be that integrating discipline. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED291657

AN ANNOTATED BIBLIOGRAPHY CONCERNING THE STATUS OF HISTORY AS A DISCIPLINE IN THE CURRICULUM OF AMERICAN PUBLIC SCHOOLS

By

ANIELA K. BERRETH

Graduate Student

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Aniela K. Berreth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☑ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Study Directed

By

Charles R. DuVall, Ph.D.

Submitted in partial fulfillment of the requirements
for the Course S591--Exit Project
Indiana University at South Bend

June, 1987

SO 019 566

PREFACE

History is not past politics or past anthropology or past sociology or past economics--it is past everything. Our language reflects our pre-occupation with history--i.e., the "lesson of history," "the verdict of history," "history teaches us," "history proves." One could scarcely imagine a candidate for public office declaring, "Sociology teaches us. . . ." (Krug: 11)

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Purpose of the Study	2
Organization of the Study	2
Definition of Terms	3
ANNOTATIONS	5
The New Social Studies	5
The New Social Studies: Success or Failure	12
Recommendations	24
SUMMARY AND CONCLUSIONS	31
Summary	31
Conclusion	36
Recommendations	37
BIBLIOGRAPHY	39
BACKGROUND	44

INTRODUCTION

The status of history as part of the social studies curriculum in American schools has undergone many changes, particularly in the past twenty years (Eggerz). Throughout the 1960's and 1970's vast amounts of curricular material for social sciences and history were developed by national curriculum-study projects for use in the elementary and secondary schools (Haas). A hundred or more major projects were developed during the 1960's alone, funded at extremely high levels by the United States Office of Education, the National Science Foundation, and other private foundations (Haas). The resulting New Social Studies caused the study of history to disappear in many areas of the country. In others, it was diluted and blended into short topical studies that were current in scope and nature (Kirkendall).

The New Social Studies appeared to be short lived, however, and very few of the big projects remain in use today (Smith). There were many reasons offered for its demise, as well as data that suggested that it was not a total failure after all. This effort was undertaken as a step towards analyzing social studies in American schools and the place that history has occupied in it.

PURPOSE OF THE STUDY

This study was initiated to assess the position held by the discipline of history in the social studies curriculum of public schools in America. In so doing it was found that its position has changed over the years. An effort was made to evalute these changes and to recommend a desired state for the discipline of history in the future.

ORGANIZATION OF THE STUDY

This study looked first at the curriculum and methodological changes that came to be called the New Social Studies. Within that, the rationale which led to the formation of the New Social Studies was examined, as were the difficulties inherent in the New Social Studies. A second section evaluated the New Social Studies in light of its successes and failures. Finally, recommendations were made regarding the future of history in the social studies curriculum.

DEFINITION OF TERMS

Social Science -- "A term sometimes applied to the scholarly materials concerned with the detailed, systematic and logical study of human beings and their inter-relations" (Good: 518).

Social Studies -- "Those portions of the subject matter of the social sciences particularly history, economics, political science, sociology, and geography which are regarded as suitable for study in elementary and secondary schools and which are developed into courses of studies" (Good: 518). These courses may or may not be integrated. The subject matter and the aims are predominantly social.

Interdisciplinary Approach -- "A method of study by which experts or the best research workers from many different fields of learning are brought together in the examination of a particular problem that is relevant to all their approaches" (Good: 376).

History -- The science or field of study concerned with the recording and critical interpretation of past events (Good).

New Social Studies -- The term given to the many curriculum development projects funded by both private and federal foundations during the early 1960's that were to revolutionize teaching about man and society (Fenton).

Inquiry (sometimes referred to as discovery or inductive learning) -- A method of learning whereby "students are presented with data and are encouraged to discover generalizations for themselves, to build one generalization upon another, and eventually to develop an understanding of the entire structure of the subject which they are studying" (Fenton and Good: 207).

ANNOTATIONS

THE NEW SOCIAL STUDIES

Haas, John D. The Era of the New Social Studies. Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education, 1977.

The impetus which led to the New Social Studies was two-fold. The first was a large scale criticism of American education in general led by Rudolf Flesch, among others (Why Johnny Can't Read: And What You Can Do About It). The second was comparison to the educational system of the U.S.S.R. in light of the "jump" the Russians had on us with the launching of SPUTNIK. The result was a spate of projects funded by HEW, NSF, USOE, and many private foundations. These projects were drastic departures from traditional education. Social studies became an interdisciplinary massing of many subjects and methods. Textbook teaching was replaced by inquiry and many social science disciplines were added to the curriculum.

Fenton, Edwin, and John M. Good. "Project Social Studies: A Progress Report." Social Education 29 (April, 1965): 206-208.

Fenton looked at the emerging New Social Studies projects that were funded by various government and private agencies. These projects emphasized the use of inductive teaching or the discovery method, as opposed to the old method of teachers asking students to read a text and to learn the facts found there. Most of the projects emphasized specific disciplines, but there was an integration of the various disciplines that had not been seen in the past. The projects emphasized sequential learning, and built upon what students already knew. Only one project sponsored by HEW planned to use a text. The rest consisted of games, reading, films, transparencies, and other visual aids. There was an emphasis on new subjects besides history and geography, such as sociology and anthropology. Each project realized that teachers needed maximum aid to learn to manage the new materials. Some of the problems he foresaw included choosing from among the many projects available, integration and sequencing of so many projects, education of teachers in handling the new materials, and the education of future teachers.

Jarolimek, John. "In Pursuit of the Elusive New Social Studies." Educational Leadership 31 (April, 1973): 596-599.

Written at the end of the first decade of the developing "New Social Studies," this article was a recapitulation of what had occurred. It looked at the social studies programs that predated the 1960's and identified two types. Some were pupil-centered and activity-oriented. The programs emphasized process at the elementary and secondary levels. Actual subject-matter was given a subordinate role. Others were fact-oriented and involved memorizing and reciting questions relating to specific disciplines. In the 1960's both came under criticism. The 1960's saw a period of reform spearheaded by large foundations such as USOE and NSF. These early reforms stressed the expertise of various disciplines and a method of inquiry that was called an inductive process. By the end of the 1960's the direction of change shifted to reflect the desire for relevancy; the pervasive social change that was sweeping the nation; the questioning of authority; the questioning of society's values. The 1970's saw social studies as becoming more meaningful to the student, more inquiry oriented, more interdisciplinary, more concerned with the social reality experienced by the student. The success of the big projects funded during this time was being questioned.

Haas, John D. "Whither the Social Studies?" The Social Studies. 68 (February, 1967): 58-61.

Haas saw U.S. reaction to SPUTNIK as the initial impetus behind the many developments in public school curriculum that occurred throughout the 1960's. The many projects that resulted--financed by groups such as USOE, NEA, National Task Force on Economic Education, the National Council for Geographic Education--had certain things in common. Curricula were based on contemporary issues and on the previously neglected social sciences. New instructional methods and materials also came into being. These new programs were cross-disciplinary in nature and history was no longer the instructional base.

Cox, C. Benjamin, and Byron G. Massialas. Social Studies in the United States. New York: Harcourt, Brace and World, Inc., 1967.

The 1960's saw a new framework for social studies that entailed social analysis on the part of the student, systematic inquiry, multi-disciplinary sources of data, and a focus on contemporary social issues and judgments. The projects which emerged stressed systematic inquiry and evaluation and judgment. They were interdisciplinary, based on socially relevant issues, and were flexible and open-ended in nature. The affective domain of education was emphasized and students were encouraged to explore their values and to make judgments. Discovery "episodes" were widely used as opposed to textbooks--episodes which were often taken out of historical context and used as springboards for "reflective thought about human affairs" (340). The authors also foresaw the problem in educating teachers in the use of the new materials and methods.

Ostendorf, Logan. "Summary of Offerings and Enrollments in Public Schools, 1972-73." National Center for Education Statistics. Washington, D.C.: G.P.O., 1975.

It was difficult to follow trends in specific history courses because of a shift in scope from separate history sequences to various broad or specific area studies. In addition many short courses were previously included as units or parts of year-long offerings. Short social science courses of specific local interest--such as minority problems, intergroup relations, regional history, specific or ethnic history, and police procedures--were offered in many schools, often replacing specific history courses.

Kirkendall, Richard S. "The Status of History in the Schools." The Journal of American History LXII (September, 1975): 557-570.

This report was based on the work of an ad hoc committee working as part of the Organization of American Historians. This committee was made up of representatives reporting from every state and this report was based on the responses of all but four of them. They reported a serious decline in history as part of the curriculum in most areas--with it disappearing entirely after 9th grade in some (563). It was losing out over a multi-disciplinary approach. The general idea was that students should not be burdened with historical content; that they have no time to study the past--thus leaving them void of any sense of history. Topical studies such as current events, consumer education, career education, and ecological studies took the place of world history in many high schools. Values education, decision making, solving of current problems and issues, and the inquiry method replaced the chronological study of history in many areas of the country. The trend was also seen at the post-secondary level as well, where the history requirements of social studies teachers also began to decline.

Anderson, Randall C. "Methodological Change in Social Studies Instruction." Current Trends in Secondary School Social Studies. Lincoln, Neb.: Professional Educators Publications, Inc., 1972.

By 1972 there was a change in social studies content and method of instruction. The purpose of social studies was not to teach every fact, but to use facts selectively in order to encourage critical thinking and judgment on the part of the student. An effort was also being made to develop certain affective areas such as attitudes, values, and certain mental sets. An inquiry or discovery method of teaching was propounded, using a variety of materials such as games, simulations, and audio-visual devices rather than a standard text. Social studies offerings blended a number of social science disciplines. The main difficulty of utilizing these methods lay in the areas of evaluation and measurement. The instruction of the teacher in these methods was also seen as an obstacle to be overcome.

Barr, Robert D., James L. Barth, and Samuel Shermis. Defining Social Studies. Washington, D.C., 1977. (Bulletin of the National Council for the Social Studies, No. 51)

By the 1960's social studies had been shown to be ineffective in teaching content and in influencing positive attitudes. The historians, social scientists, and educators who set about to revitalize the social studies saw the past failures of committee recommendations and of attempts to change such things as graduation requirements and state curriculum laws. They centered on developing material that could be used in existing courses. More than fifty projects were funded by groups such as the Office of Education and the NSF. "Episodes" or short teaching units were designed to be "plugged into" existing courses (44). The multi-media materials that resulted included games, slides, tapes, plays, transparencies, huge four-color pictures, etc. Although at first designed to teach the structure of a specific academic discipline, by the end of the 1960's a blurring of the disciplines into interdisciplinary projects had occurred. Nearly all of these projects emphasized the inquiry process, decision making, value questions, and student oriented problems.

Moreland, Willis D. "Curriculum Trends in the Social Studies." Social Education 26 (February, 1962): 73-76, 102.

This study was undertaken to survey nationally the offerings, patterns of required and elective courses, and current trends in the social studies programs in grades 7-12. The general conclusions showed that the social studies program became a haven for many new emphases. There was a changing emphasis of subject matter within courses--a greater attention to modern history, to studying cultures of new areas of the world, and to current events. Social studies programs were broadened by a greater variety of elective offerings that tended to cover areas of the non-historical social sciences.

Eggerz, Solveig. "How Social Studies Edged History out of the School Curriculum--and the Consequences for the American Society." Lincoln Review 6 (Spring, 1986): 39-52.

Eggerz began with a list of appalling statistics illustrating our young's lack of historical knowledge--a survey conducted by the National Assessment of Educational Progress of what 11th graders knew about American history showed that 1/3 did not know that Columbus sailed for the New World before 1750. The author cited that the NEA as far back as 1911 played an important role in turning public school curriculum from an intellectually oriented program of history to one that stressed fulfillment of social needs. American history was no longer important. Instead greater attention was given to mechanical arts and "household" sciences. During the following forty year span the academic subjects offered in the high schools fell from 75 percent to 20 percent. Those who look favorably at the academic situation of the 1950's do so largely by comparing that period with that of the 1960's and 1970's when history gave way to studies of ecology, sexism, and consumer education. History was either integrated in a small way or it was ignored entirely. Secretary of Education William Bennett lamented that too many students could not explain the essentials of American democracy. "We cannot hope that our students will know why the world got into its present situation. . . if they know so little of the events that came before them." (43).

Lipsky, William E. "The New Social Studies: Five Major Projects." Social Studies Review 16 (February, 1976): 73-77.

Lipsky critiqued five of the major projects developed by the New Social Studies. All five employed inquiry or discovery methods and used a multi-media presentation of content. They involved students in a wide variety of tasks and activities, as well as a variety of disciplines. FAMILY OF MAN was a twelve unit course for elementary students that developed concepts in anthropology, economics, history, geography, political science, and sociology. FROM SUBJECT TO CITIZEN was a one year history course for junior high. It explored the changing nature of inter-relationships between the state and the individual in the context of U.S. history. It did not present a chronological account of U.S. history. PATTERNS OF HISTORY was a multi-disciplinary approach to studying anthropology, history, or sociology. GEOGRAPHY IN AN URBAN AGE consisted of six multi-media units of geography, anthropology, economics, history, political science, and sociology. Decision making and inquiry were integral parts of this unit. INQUIRIES IN SOCIOLOGY also focused on a wide variety of content areas and used a multi-disciplinary, inquiry approach.

Elementary Social Studies, School City of Mishawaka, Units of Study, Grade 6, 1977.

School City of Mishawaka undertook its own creation of New Social Studies materials funded by the U.S. Office of Education, the Department of Health, Education and Welfare, and the Indiana Department of Public Instruction. This particular unit of study was for 6th grade. It consisted of six unrelated units of study. (1) Cash or Charge--a unit on economics. (2) Casting Careers--a unit exploring the world of occupations. (3) Land of the Olympics--a study of ancient Greece as the origin of our democracy. (4) Los Americanos--a study of the pepple of Latin America. (5) Political Patchwork--a comparative study of the geography, culture, government, and economies of three very different countries--Switzerland, Iran, and Yugoslavia. (6) Self-Awareness/Careers. Each unit was self contained and independent. The activities were varied and were multi-disciplinary in nature. No basic textbooks were used and a wide variety of multi-media materials were used. None of the thirty-four units of study prepared in this effort are in use today, other than as supplementary materials.

THE NEW SOCIAL STUDIES: SUCCESS OR FAILURE?

Ochoa, Anna S. "Are Social Studies Educators Impervious to Change?" The Social Studies 77 (March/April, 1986): 66-68.

This article looked at John Haas' lament over the failure of the New Social Studies and tried to answer his complaints. [The Social Studies (March/April, 1986): 61-65] Ochoa claimed the New Social Studies did not involve parents or teachers in the new developments. It was no wonder the public could not accept the material developed in the ivory towers of universities. In addition, the developers of these projects expected teachers to completely change their methods and content in a manner that was completely incongruent with the realities of the classroom. Also, the author cited some success with the New Social Studies materials on a smaller scale at the local level.

Sykes, George. "The Decline of Social Studies: Changing Perspectives in Social Studies Education in the 20th Century." The Social Studies 66 (November/December, 1975): 243-246.

The New Social Studies resulted in a smorgasbord of courses that have brought disunity as well as diversity to social studies. The addition of many new courses and electives raised problems. "Many" didn't necessarily mean "better" (243). This fragmentation of basic curriculum not only affected social studies. English, for example, was reduced to a plethora of electives such as "Creative Film Making" and "Witchcraft in Literature." In social studies only American history remained a requirement in most secondary schools. The many electives such as "Urban Problems,""Propaganda and the Battle for the Mind," and "Modern Media" suggested to students that there was no shared future or commonality of experience for them--that they should pick or choose what interested them. These electives and the inquiry and discovery methods were worthwhile. But they should not be looked upon as isolated fragments. They should be integrated into a larger vision of the world and the student's position in it.

Ellis, Joseph V. "A Philosophical Analysis of the 'New' Social Studies." The Social Studies 62 (October, 1971): 195-203.

In many ways Ellis looked at the New Social Studies as a reaffirmation of the "old" as opposed to a revolution. He cited many cries from the 1920's and 1930's for critical thinking and interpretation of many sources of information in social studies, as opposed to rote memorization of facts. In addition, he also saw the desire for values education among many educators in the 1920's and 1930's. While the terminology and jargon have changed, "good social studies teachers have always taught the new social studies" (198). Ellis also cited that the field studies for many of the new social studies projects were conducted in affluent suburbs in above-average schools. Even Fenton himself realized that there were serious obstacles to success using inquiry in other than above-average groups.

Ravitch, Diane. "Decline and Fall of Teaching History." New York Times Magazine 17 Nov. 1985: 50ff.

The author toured American high schools in collaboration with the National Assessment of Educational Progress. She found a generation of students without historical memory. There was more than just an ignorance of history--she found an indifference to history. Students had plenty of attitudes and opinions, but they lacked the knowledge to analyze a problem. There was a complete absence of chronological history that began in the late 1960's It was displaced by topical issues and social science. The field of socialstudies became ill-defined and it was easy prey to fads--energy education, environmental education, gun control, future studies, consumer education. These were taught without historical context. The author claimed this went back to the progressive movement of the 1920's with its emphasis on relevance and utlilty. History was characterized as antique and irrelevant. The American democratic system depended on an informed consent. Without historical perspective, Americans could be swayed by emotion, by stirring commercials, by a candidate's good looks. Totalitarian societies, both real and fictional, stringently control the history that was studied by their people.

Benjamin, James M. "What Have We Done to Social Studies?" Social Education 39 (February, 1975): 88-91.

The author proffered several criticisms of the materials and methodologies encompassed by the New Social Studies. He claimed the emphasis upon conflict and upon the supremacy of individual rights is misleading to the intellectually immature student. The vitality of American society lay in compromise and in the achievement of a balance between the rights of the individual and in what was best for society. He criticized the emphasis on the immediate and the current without a sure grasp of historical roots. He disclaimed the underlying theme in social studies that all opinion is valid if openly arrived at and strongly held. Finally he criticized the use of gimmicks--such as plays, role-playing, and games--in social studies methodology as rewarding cleverness at the expense of rational thinking.

Morrissett, Irving, Sharryl Hawke, and Douglas P. Superka. "Six Problems for Social Studies in the 1980's." Social Education 44 (November/December, 1980) 561-570.

Project SPAN was funded in 1978 by the NSF to assess the status of social studies/social science education and to make recommendations for moving towards certain desired states. The study brought forth six problems which must be dealt with in the 1980's Despite the curriculum changes of the "new" social studies, teacher instruction in 1980 was characterized by a lack of variety and by use of a single text. This was due in part to the demand that social studies be "accountable" and be assessed on standardized tests, and to a concern for classroom control. Students in 1980 were also learning little in social studies and enjoying it even less. Schools made temporary commitments to the varied curriculum of the New Social Studies and 1980 saw a return to the old pattern of topics and subjects. Teaching time was being sacrificed to matters of management and control and to socialization of students. The New Social Studies came from academics responding to post-SPUTNIK forces, who hoped to change instruction and improve learning. The public and the culture of the school was ignored and its impact was short-lived. The current back-to-basics was spawned by dissatisfaction of the public with student learning. Teachers, frustrated by poor reading, rallied behind and the back-to-basics movement had far more effect than did the New Social Studies.

Guenther, John, and Wayne Dumas. "Teacher Familiarity with and Use of Project Social Studies in the Midwest." Educational Leadership 30 (April, 1973): 641-643.

This article measured the degree to which teachers in Kansas and Missouri were familiar with and used the New Social Studies projects which resulted from the millions of dollars poured into social studies curriculum development in the early 1960's. Based on their survey of 500 teachers in 1973, the New Social Studies actually existed in only a minority of the classrooms in these two states. They expressed familiarity with only three of the eleven projects covered in the survey. The authors did not consider their study the final report. They felt that important changes could be expected as the various projects made more of the material available for classroom use.

Switzer, Thomas J., Malcolm A. Lowther, William M. Hanna, and Ralph D. Kidder. "Dissemination and Implementation of Social Studies Project Material." Three Studies on Perception and Utilization of "New Social Studies" Materials. Ed. Carole L. Hahn. Washington, D.C.: National Inst. of Education (DHEW), 1977.

Seven-hundred teachers were surveyed in a one-hundred school sample in the five midwestern states of Indiana, Ohio, Illinois, Michigan, and Wisconsin. They were surveyed on ten of the many projects that were developed as part of the New Social Studies. For seven of the ten projects asked about, more than 90 percent of the teachers surveyed were not using the materials. Very few teachers received training in the use of these project materials.

Ponder, Gerald. "The More Things Change. . .: The Status of Social Studies." Educational Leadership 37 (April, 1979): 515-518.

This was an analysis of the NSF-funded Project SPAN. The NSF reports suggested that little had changed in the classroom since the 1950's There seemed to be little agreement on what social education should be. While inquiry approaches seemed to have been largely abandoned, instruction was not solely lecture, but some kind of teacher structured approach to the presentation of information. Inquiry methods were seen more often in high schools, although the back-to-basics movement and the difficulty in measuring learning outcome from inquiry based approaches have weakened these efforts. The case studies that were a part of Project SPAN showed that the New Social Studies were an effort to produce the social studies curriculum that the university level thought best, without taking into account the practical realities of the classroom and the teachers who would be using them. Teaching methods that would increase the complexity of the classroom environment--such as inquiry--were seldom used, and when they were, it was only with more cooperative students.

Birchell, Gregory R. and Bob L. Taylor. "Is the Elementary Social Studies Curriculum Headed 'Back-to-Basics'?" The Social Studies 77 (March/April, 1986): 80-82.

The purpose of this study was to see what effect the back-to-basics movement ran counter to the New Social Studies. To do this they identified five areas as being supportive of back-to-basics in social studies--reading skill development, American history, geography and map skills, American government, and inculcation of traditional values and beliefs. They then analyzed five pairs of basal texts--one set from 1969-72, and the other from 1979-82, to see if the back-to-basics movement had any effect on them. The results showed that recent texts placed greater stress on reading skill development, on American history, and on geography and map skills. Testing material emphasized factual recall and map and globe skills. The disciplines of history and geography had re-emerged as the major content focus. The New Social Studies had not been completely eliminated from texts, however. But society's move to a more conservative political position was characterized by the back-to-basics movement.

Haas, John D. "Is the Social Studies Curriculum Impervious to Change?" The Social Studies 77 (March/April, 1986): 61-65.

Haas followed the course of the New Social Studies movement from the call to reform to the present. The new materials came from many federally funded and private sources, but over 80% of the developers held university positions. Dissemination and implementation of these programs was crucial, but once the funds were exhausted on the developmental aspect, many of these professors retreated to their former positions. The New Social Studies had attacked a social studies entrenched since the 1920's. But the 1970's was a period of retrenchment in many areas of society. Spurred on by the call "back-to-basics," "society seemed to want to catch its breath after the whirlwind of the Sixties and the turmoil of Vietnam" (63). Many New Social Studies products had disappeared from publisher lists. In addition, the New Social Studies came into direct conflict with classroom routines and practices.

Switzer, Thomas J. "Reflections on the Fate of the New Social Studies." Phi Delta Kappan 62 (June, 1981): 729-730.

The author conducted a post mortem on what many perceived as the demise of the New Social Studies. At the time of this article, he found that between 60 percent and 70 percent of the teachers had abandoned the new materials, but that 30 percent had not. He claimed that educators were too accustomed to consider 30 percent an F, while publishing companies would consider a product that caught on with 30 percent of the market a success. He cited mainly that to develop a social studies program a continuous effort and the funding of such an effort was required. The New Social Studies was the result of a one shot attempt that ceased as soon as the grants ended. Secondly, many school systems were not given the opportunity to adequately evaluate the available programs. Finally, he cited poor preservice and inservice of teachers, noting that only 5 percent of high school teachers claimed to have attended NSF sponsored workshops which would have made using their material more effective. The New Social Studies did not revolutionize the teaching of social studies, but it did produce some positive benefits.

Hickman, Warren L. "The Erosion of History." Social Education 43 (January, 1979): 18-22.

Hickman looked at what he called the erosion of the study of history from a different standpoint. He surveyed the history offerings and enrollments in a number of colleges from 1940-1979. Prior to the years following World War II colleges offered fewer history courses, but the courses they offered were broad in scope and coverage. Enrollment in these courses was high as students from many disciplines filled electives with them. Such broad courses added historical perspective to what ever students were studying. They covered a diversity of causal relationships and were a good preparation for decision making and problem solving. When the newer disciplines broke away, history was still the discipline that brought the fragments together and interpreted their relationship. After the 1950's, course offerings became increasingly specialized and fragmented. There was an increase in the number of these specialized courses offered, but enrollment fell. This fragmentation denied perspective and these history offerings soon lost their audience.

Downey, Matthew T. "The Status of History in the Schools." History in the Schools. Washington, D.C., 1985. (Bulletin of the National Council for the Social Studies, No. 74)

U.S. history is firmly entrenched. It wasn't in any danger of being displaced, but surveys did report that its pre-eminence in the school curriculum had declined. A USOE survey in 1946-47 found that virtually every high school in the country required a year of U.S. history. A similar 1976 survey indicated that only about 75 percent had the same requirement. World history suffered more. Once a requirement in most high schools, in 1977 only 70 percent of the nation's secondary schools even offered it as an elective. During the 1960's history courses were diluted with other social studies content. This made sense since the chronological organization of history lended itself well as a framework for integrating other social studies content. But it was essential that history not be broken up into fragments scattered through a theme oriented problem-solving social studies curriculum. The people and events of the past could only be understood when looked at within the larger context of when they existed. This became impossible when events or topics were isolated from their space in time and used to illustrate some other curricular purpose.

Rundell, Walter Jr. "History Teaching: A Legitimate Concern." Social Education 29 (December, 1965): 521-24.

Rundell saw less teaching of history as a result of the revisions in curriculum that were occurring. He also saw history as the integrating discipline in the New Social Studies. All specialized knowledge is more relevant when studied in its historical context. In addition people have always had a curiosity about their past which could be tapped by a properly prepared teacher. Rundell saw some problems arising in the inductive or inquiry method of teaching history. While students should understand the historical method, they should not forego and ignore the collective knowledge garnered by the historical profession through the centuries. Further,inductive teaching only covered comparatively small amounts of material. Also students' historical knowledge would be too scattered and fragmented to be of much use. Generalizations made on the basis of insufficient facts would be "superficial, erroneous, and harmful" (524).

Shaver, James P., O. L. Davis, Jr., and Suzanne W. Hellburn. "The Status of Social Studies Education: Impressions from Three NSF Studies." Social Education 43 (February, 1979): 150-54.

In 1976 the NSF commissioned three studies of the science, mathematics, and social studies education in the United States. The NSF then invited the National Council for the Social Studies to prepare interpretative papers based on the findings of these studies. The NSF confirmed the following: (1) the teacher and not some committee creating curriculum in a university, will determine what social studies will be for any student; (2) about 10-25 percent of social studies teachers reported using at least one of the New Social Studies projects; (3) the dominant tool was the textbook; (4) the dominant modes of instruction continued to be large group, teacher-oriented instruction. Teachers viewed inquiry as too demanding and as not conducive to classroom control. When it was used, it was with more superior students. The back-to-basics movement with its emphasis on reading skills also made inroads against inquiry or discovery teaching methods. Finally teachers did not look at teaching in the same way as university professors and resented curriculum and methods handed down to them from "on high" (152).

Herlihy, John G., and David B. Strahan. "Social Studies Innovations--A Decade Later." Social Education 48 (September/October, 1984): 466-69.

The authors listed some of the rationales and expectations embedded in the New Social Studies projects spawned in the late 1960's and early 1970's. These included, among other things, an emphasis on student-centered strategies, teachers displaying a tolerance for ambiguity, and the use of varied teaching materials. They then sought, through the use of a questionnaire called the Learning Focus Inventory, to measure whether the assumptions of the New Social Studies still survived in the 1980's. Teachers who had participated in the diffusion of the new projects in the 1960's were contacted. Less than 50 percent of those teachers responded, but of those, approximately 60 percent demonstrated by their responses the assumptions embedded in the New Social Studies projects. Many of the emphases of the innovational material still pervaded some teachers' values and methods. The survey did not include what teachers actually did in their classrooms--merely what they said they did and believed.

Downey, Matthew T. "Beyond the Era of the New Social Studies: Putting the Present into Perspective." The Social Studies 74 (January/February, 1983): 6-9.

The decade of the 1980's opened with the widespread realization that an era in the teaching of history and social studies had ended but a new one had not begun. This was seen as a reflection of changing social and economic realities. Retrenchment, budget cutting, the recession and declining enrollments have had a stifling effect on the classroom. Also the new emphasis on accountability and back-to-basics left little room for the experimentation that characterized the New Social Studies. Downey did not believe the reforms of the 1970's were failures. He believed that teachers were influenced by the projects and that even though they were using traditional materials, they were doing so in many innovative ways. Also the textbooks today are substantially different from the ones used in the 1950's. Many have incorporated inquiry exercises. Although by one survey, only 5 percent of social studies teachers reported using the projects created by the New Social Studies, teachers were using a broader repetoire of methods and materials than did their counterparts of twenty years ago.

Brown, Les, Robert Goodall, and G. Thomas Baer. "The Sixties Social Studies Movement: Have Conditions Really Changed?" Clearing House 55 (October, 1981): 86-87.

This article looked at what was left of the New Social Studies in 1981. Particularly the authors looked at the status of grouping in the classroom and the use of multi-media material in social studies programs at the middle school level. The survey showed that while many teachers would prefer to individualize or to teach social studies in smaller groups, actual practice belied this preference. Almost half the middle school teachers surveyed felt social studies should be taught to the class as one group--in practice three-fourths of the teachers surveyed did so. In addition three-fourths of the teachers surveyed used only one basic text in social studies as opposed to the multi-media materials advocated by the New Social Studies. The author felt that the data did not generate a tremendous amount of optimism for change. Since most teachers established patterns of behavior that they perceived as productive for them, any significant change in either grouping or the use of multi-media resources did not seem eminent.

Gross, Richard E. "The Status of the Social Studies in the Public Schools of the United States: Facts and Impressions of a National Survey." Social Education 41 (March, 1977): 194-200.

This article looked at the status of the social studies in public schools over a five year period from 1970-75. It revealed both facts and impressions. The facts were based on surveys of state departments of education and the social studies teachers therein. The impressions were based on the limitations of the survey--i.e., the fact that some states did not respond; that some states included 7th and 8th grades with high school statistics; that certain figures were unavailable for certain areas. One fundamental conclusion to be drawn from this survey was that social studies enrollment in these years did not parallel the growth of total pupil enrollment in secondary schools. Many states eliminated the U.S. history requirements in both elementary and secondary schools, or allowed for the substitution of other social studies options. While the situation varied from state to state, Indiana was most interesting: total high school enrollment increased 15,000 in those years, but the number of students taking social studies dropped 68,000. Teachers reported using approaches construed to be associated with the New Social Studies. Over three-fourths of them believed this was so in the secondary schools while 60 percent reported the same on the elementary school level. Finally the great variety of responses from all over the United States indicated that there was little agreement on what students should be learning in social studies. There was no basic social studies framework in the nation and the result was a patchwork of subjects, topics, mini-courses and disciplines.

Smith, David W. "What Went Wrong with the Social Studies Reform Movement?" Indiana Social Studies Quarterly 34 (Spring, 1981): 19-24.

"I listened to the experts but their ideas didn't seem to work in my classroom" (19). This was the testimony of many teachers when asked about the New Social Studies. To determine why the movement failed, Smith examined the sociological committee, Sociological Resources for Social Studies--one of the social studies projects of the movement. Three reasons for the failure of reform were noted. (1) The call for reform was artificially stimulated by the availability of federal dollars. (2) The reform was a university-based alliance which lacked teacher involvement. Many teachers felt it "too academic. . . too fadish. . . too difficult to use in a normal large class" (21). Curriculum development was doomed to fail without the involvement and support of classroom teachers. The Research Triangle Institute found only 2 percent of grades 7-9 and 8 percent of grades 10-12 were using any of the SRSS project materials. The inquiry approach was not foreign to the social studies. "But high school students are not miniature university scholars, and high school teachers are not willing . . . to stay with a reform . . . that does not coincide with their concept of social studies education and of classroom realities" (23).

Ponder, Gary. "Getting Real: Suggestions for Revising the Social Studies Curriculum." Educational Leadership 40 (January, 1983): 56-61.

This article took the ideas of Project SPAN and tried to translate them into something that could be realistically achieved. Although it appeared that the teaching of social studies had undergone virtually no change despite the new social studies, Ponder argued that some of the ideas and concepts of the 1960's and 1970's were embedded in texts and supplementary materials. He would like to see current curriculum revision as a way of consolidating these gains rather than to chart new territory. Standardized achievement tests, particularly in light of the basics movement and teacher accountability, should be used to define what should be taught. Teachers, principals, and supervisors should be involved in developing a social studies curriculum rather than some external force. He viewed the continued teacher reliance on the "old" methods of teaching in line with the practical demands of the classroom. He would like these teachers affirmed for this, rather than demanded to use methods and materials not grounded in the every-day reality of the classroom. Finally if teachers were to be in the position to develop different curriculum, it couldn't be done in an after-school meeting, every other week.

RECOMMENDATIONS

Hunt, Richard M. "Is History Dead?" American Heritage 28 (December, 1976): 86-92.

Hunt offered several justifications for the study of history. He stated the necessity of knowing the full story rather than simply groping for isolated historical facts to either support or refute currently fashionable political positions. History enabled us to look at things in the long run. It also gave us something against which to measure our own values. Finally, in defense against those who would dismiss all study of history, Hunt stated that all ages have considered themselves modern and without precedent. Ours was no different. But because ours was more speeded up, it was all the more in need of the perspectives that come from an appreciation of the past.

Greenfield, Meg. "Lest We Forget." Newsweek (February 2, 1976): 76.

Greenfield would put properly taught history second on the list of goals to be achieved by educational reformers--"right after literacy (76). The social activists of the 60's would have been better served by a study of the later Roman Republic or 14th century Europe than they were from courses such as "Crisis in the Cities." They "could have learned more from looking back then from merely looking around" (76). Of all the technical and political explanations abounding for the United States mis-adventure in Southeast Asia, one takes precedence over all. "Quite simply we didn't know who the Vietnamese were" (76).

Gall, Morris. "Future of History." Social Education 29 (May, 1965): 269-71.

History could be seen as midway between the humanities and the social sciences of the new social studies. In disclosing both the deeds and the motives of our forebears, history has illuminated the past. Only history could tell us why we speak English, why one-tenth of our citizens are black, and how we became involved in the cold war. Social studies should also include psychology, sociology, economics, geography, anthropology, and other subjects. The only way this could be done in the allotted time would be to find an integrating subject. History seemed to have the unique and substantial qualities as such an integrating subject.

Krug, Mark M. "The Uses of History." History and the Social Sciences. Waltham, Mass.: Blaisdell Publishing Co., 1967.

A nation's history has always been a means of instilling pride and patriotic devotion to one's country. It has actually created nations. What created nations was a common past. What has continued to hold them together has been a common hope for the future based on that past. A reasonable knowledge of history could not provide easy answers to contemporary problems. But knowledge of history--not specific and isolated, but organized and coherent--could give one greater insight into contemporary issues. For example, only after knowing the complicated and bloody history of Reconstruction in the South, could one understand the resistance to Negro voting rights in our own recent past. Krug quoted Jefferson in his Education Bill for the state of virginia. "History, by apprising them of the past, will enable them to judge of the future; it will avail them of the experiences of other times and other nations; it will qualify them as judges of the actions and designs of men; it wil enable them to know ambition under every guise it may assume; and knowing it, to defeat its views." (25)

Krug, Mark M. "What History Is and What It is Not." History and the Social Sciences. Waltham, Mass.: Blaisdell Publishing Co., 1967.

"History is concerned with the totality of human experience, past and present." (4) It is not past politics, or past anthropology, or past sociology --it is past everything. Man always felt a need to know the past--perhaps to place our own uncertainties into the perspective of all human failures and accomplishments. Just as the amnesia victim could not tolerate the loss of his past, no society or nation could bear the loss of its collective memory. Language reflected our preoccupation with history--i.e., "the lesson of history," "the verdict of history," "history teaches us," "history will show," "history proves," "history is on our side." (11) One could hardly imagine a candidate for public office claiming, "Sociology teaches us . . . ."

Toppin, Martha Doerr. "I Know Who's Going With Me: Reflections on the Fellowship of History." Social Education 44 (October, 1980): 456-460.

Toppin traced the presence of history in American schools. The 1950's saw the pervading presence of history studied chronologically. The 1960's saw the beginnings of the New Social Studies with its fragmentation of disciplines, its use of inquiry, its emphasis on skills, its insistence that students show a greater understanding of concepts rather than the ability to recite a litany of facts. While Toppin did not condemn the New Social Studies, she did regret the "loss of our collective past" (458). There was nothing in contemporary students' experience "or in their vision to suggest a gradual lineal continuity, much less progress, from the long past to the more recent past to the present to the future" (458). While history could not teach them to earn a living, it provided the glue with which "skills, concepts, and facts culled from across the curriculum are not relegated each to its own isolated compartment, like pieces of a jigsaw puzzle--but are woven together to form an ordered, understandable whole" (460). History provided students with a sense of how things connect--a sense of continuity.

Alder, Douglas D. "Why Teach History?" Southwestern Journal of Social Education 1 (Fall, 1970): 7-16.

The social studies in general and history in particular have been the least popular courses in American high schools. It has been important to find and identify reasons for the teaching and studying of history. Santyanna's dictum about "Those who cannot remember the past are condemned to repeat it" was brought to bear. Although history is a moving stream that is never really the same, the State Department and other agencies that need to predict the future have employed historians and have used historical methods in their decision making. In addition history is one study of man in society that can be communicated in plain laymen's English, while related social science fields such as psychology, sociology, and anthropology require a professional jargon.

Weinland, Thomas P. "On Revitalizing the Social Studies Curriculum." Phi Delta Kappan 63 (March, 1982): 442-443.

Weinland took the article "Revitalizing the Academic Curriculum: The Case of the Social Studies," by Robert Spillane and Paul Regnier (June, 1981, Phi Delta Kappan), and expanded it further. Spillane and Regnier lamented the "mush and mindlessness" of the new social studies and urged a return to history. Weinland likewise urged a return to teaching historical fact and information in elementary school. He saw history as the logical framework into which other social studies disciplines can be integrated. Historical information, however, is not enough. Weinland would like to see an evaluation and an interpretation of these historical facts occur in high school. He would like teenagers to have the opportunity to "walk in another's shoes" (443), and to analyze and interpret what was done by those before them. Only then could history be used to provide perspective into future events.

Yourcenar, Marguerite. "Ancient-History Lesson: Our Problems are Nothing New." U.S. News & World Report 89 (July 28, 1980): 61.

This article was a conversation with Marguerite Yourcenar, an acclaimed classicist and the first woman ever elected to the French Academy. It cited the value of studying ancient civilizations. The study of ancient civilizations gives us a complete picture of how societies evolve, flourish and disappear. It can give us a "blueprint of the direction of mankind and what mankind can and cannot do under different circumstances" (61). Although there are many more subjects to ponder on in our day, the quality of thought and the concerns of people have changed little since ancient times. Yourcenar also deplored the tendency in the United States to expose children to books only of their own historical outlook, as well as the tendency here to offer children books which are too young for them and which do not encourage their minds and imaginations to stretch.

Spillane, Robert R., and Paul Regnier. "Revitalizing the Academic Curriculum: The Case of the Social Studies." Phi Delta Kappan 62 (June, 1981): 731-32.

The author stated that the curriculum in public schools needed to be revitalized across the board, where the fundamental disciplines have been diluted and blurred, but nowhere more than in social studies. Two assumptions underlay his proposals. First, the purpose of education was to give its graduates the ability to think, to write about, and to process the wealth of information they will encounter as adults. His second assumption was that children were not capable of deciding what they needed to know as adults. He used as examples many social studies programs in use today that teach social studies only terms of current events. He stated this only prepared a student for the present and that the present could only be fully understood in terms of the past. He argued that to accept a child's sincere but uninformed opinions on current events and to call them valid was to do a disservice. He offered the use of history as the underpinning upon which social studies should be built. History would help a child to understand his own culture and to understand the possibilities of cultural difference. It showed how many factors interact over both short and long period of time and result in a more or less stable civilization. Finally he offered statistics indicating the success of private schools and their required years of historical study. Marva Collins, whose success with ghetto children, was a prime example that this excellence can be achieved in every level of public education as well.

Egan, Kieran. "Teaching History to Young Children." Phi Delta Kappan 63 (March, 1982): 439-41.

Egan suggested a new model for social studies that would substitute history for social studies in elementary school. He cited Piaget's theory of cognitive development as having been very influential in creating today's curricula for younger children. The belief that children could only grasp historical concepts in adolescence led to the expanding horizons curriculum prevalent in most schools. Children do not understand historical causality but they can understand the kind of causality that holds a story together and moves it along. They may not be ready to integrate historical chronology, but they do understand "before," "after," and "long long ago," and "just a little while later." Egan argued that the expanded horizons basis for social studies teaches children concepts and content only slightly before they could have learned them on their own through their own experience. He agreed with Bertrand Russell that the purpose of education should be "to destroy the tyranny of the local over the imagination." Carefully chosen historical stories that consist of real events and real characters could capture a child's vivid imagination and could be drawn upon later when he/she is ready to put them into historical perspective.

Morrissett, Irving. "Four Futures for Social Studies." Social Education 48 (November/December, 1984): 511-16.

In light of the findings of Project SPAN the author saw four views that one might take of the future of social studies/social science education. (1) The inertia of the past would prevail--as evidenced by the effort and expense of the New Social Studies movement and the fact that little of these materials was in use today. (2) Education would move toward some agreed-upon ideal state. (3) The New Social Studies was not really dead. An enormous amount of new ideas and materials was accumulated in the 1960's and 1970's. (4) A revolution anywhere needed a catalyst and computers could serve that purpose.

Hertzberg, Hazel Whitman. "Social Studies: The Lessons of History." Social Studies in the 1980's: A Report of Project SPAN. Ed. Irving Morrissett. Alexandria, Va.: Association for Supervision and Curriculum Development, 1982.

Although the inquiry method of instruction was not in wide use in most classrooms, its concepts were not totally dead. Recitation--though condemned during the reform years--seemed to have prevailed, although changed by the years. Social studies instruction has been overwhelmingly teacher-oriented because the realities of classroom control and logistics are conducive to this. Many of the inquiry based projects neglected these classroom realities. History was seen as the backbone of social studies in the 1980's, though the other social sciences could not be eliminated. The reality of an aging population in America was seen as more support for history. The trend for the 1980's was seen as a search for coherence. Many of the mini-courses have been discarded in this search for coherence in social studies.

Howard, James, and Thomas Mendenhall. "History and a Fuller Life." Making History Come Alive: The Place of History in the Schools. Report of the History Commission of the Council for Basic Education. Washington, D.C., 1972.

The 1960's was a time when the "life adjustment" notion of education was infiltrating the schools (7). To the many young people coming along after the World War II baby boom, traditional subjects were not appropriate. History in most schools was subsumed by social studies. Social studies came into being during the 1920's resulting from an effort to make education more functional and relevant to society. These classes--ranging from career education to sexism education to urban studies--dealt largely with the fragments of human experience. History provided the continuity that gives that experience wholeness. It was the glue that holds together the skills, concepts, and facts from many disciplines. "And just as a tailor had better know all his customer's measurements before he cuts the sleeves. . . of a suit, so a child in school needs to gain some comprehension of human experience whole before being able to make sense of the fragments" (9)

SUMMARY

During the 1960's and early 1970's social studies in American schools experienced a period of upheaval and reform. The impetus which spawned these changes was many-faceted. Eggerz, Ellis and Ravitch all traced it back to the Progressive movement of the 1920's with its emphasis on relevance, utility, and critical thinking. History became a subject that fit social needs rather than an intellectually oriented discipline. During the ensuing forty year period, the curriculum in general became less and less intellectually oriented. By the 1950's, academic subjects in high school fell from 75 percent of the curriculum to 20 percent (Eggerz).

Haas also saw the presence of a large scale criticism of American education in general during this time period, as evidenced by the work of Rudolf Flesch, Why Johnny Can't Read: And What You Can Do About It. This criticism, according to Haas, was further fueled by the comparison of American education to that of the Soviets in light of the "jump" the Russians had on us in the launching of SPUTNIK.

Finally, according to Jarolimek, the social studies programs that predated the 1960's, characterized by memorizing facts and reciting answers relating to specific disciplines, came under criticism.

These forces resulted in a spate of projects funded by groups such as the United States Office of Education, the National Education Association, the National Task Force on Economic Education, the National Council for Geographic Education, and many private groups as well (Haas). These projects emphasized the use of inductive teaching, or the discovery method, as opposed to the old method of teachers requiring students to read a text and to learn and recite the facts found there. There was an inter-disciplinary mixing of history and geography with the newer social science disciplines such as sociology and anthropology (Fenton and Good). Instead of a text, the new projects relied on multi-media materials such as games, slides, tapes, plays, simulations, transparencies, etc. (Barr and Barth). Discovery "episodes" were widely used as opposed to textbooks--episodes which were often taken out of historical context and used as springboards for "reflective thought about human affairs" (Cox and Massialas: 340).

Perhaps the greatest ramification resulting from the projects which came to be called the New Social Studies was its effect on the discipline of history. According to a report from the Organization of American Historians, most states reported a decline in history offerings--with it disappearing entirely after the 9th grade in some (Kirkendall). History was replaced by topical studies

such as current events, consumer education, career education, ecological studies, etc. The use of inquiry to solve these current problems and issues replaced the chronological study of history throughout much of the country (Kirkendall).

By the end of the 1960's, history had become diluted with other subjects (Downey). The social sciences had blurred together and the history that was offered was not offered in a chronological historical context (Eggerz). In 1977 only 70 percent of the nation's high schools even offered world history as an elective, much less as a requirement (Downey).

There were many difficulties inherent in the New Social Studies. The main difficulty lay with the inquiry method of instruction. The developers of the New Social Studies projects expected teachers to completely change their methods and content in a manner incongruent with the realities of the classroom (Ochoa). In addition, inductive/inquiry teaching necessarily covered smaller amounts of material. The historical knowledge thus garnered by students was too scattered to be of use in making broad generalizations (Rundell). Inductive/inquiry teaching methods proved difficult to evaluate and measure. Social studies would have to be assessed on standardized tests and inquiry made this difficult to do (Morrissett, Hawke, and

Superka). Also the field studies for the New Social Studies projects were conducted in affluent suburbs in above average schools. Inquiry was difficult to implement in other than above average groups (Ellis). Finally the recent back-to-basics movement, with its emphasis on reading skills, was not conducive to the inquiry method of instruction (Shaver, Davis, and Hellburn).

Another difficulty lay in the instruction of teachers in the use of the new project material (Anderson). Poor pre-service was often the norm. Only 5 percent of high school teachers claimed to have attended National Science Foundation workshops which were to teach them how to use the New Social Studies materials (Switzer, Lowther, Hanna, and Kidder). There was also difficulty in integrating and sequencing the many projects that appeared (Fenton and Good).

Some 80 percent of the New Social Studies developers held university positions, far removed from the exigencies of day-to-day classroom life (Haas). Teachers and university professors did not look at teaching in the same way, and many teachers resented curriculum and methods handed down to them from "on high" (Shaver, Davis, and Hellburn: 152).

Finally, the late 1970's and early 1980's was a period of retrenchment in many areas of society. "Society seemed to want to catch its breath after the whirlwind of the Sixties and the turmoil of Vietnam" (Haas: 63). The mood for making sweeping changes in education--and anywhere

else in society--had come and gone.

THE NEW SOCIAL STUDIES--SUCCESS OR FAILURE?

Many looked at the New Social Studies as an experiment that failed. The New Social Studies projects had disappeared from publisher lists (Haas). There was also a return to the use of a single text and to large-group, teacher-oriented instruction (Shaver, Davis, and Hellburn). A survey of 500 teachers in Kansas and Missouri showed that the New Social Studies material existed in only a minority of their classrooms (Guenther and Dumas). Another group of 700 teachers were surveyed in a 100 school sample on ten of the more popular projects. By 1977, 90 percent of the respondents reported they were not using the New Social Studies materials in their classrooms (Switzer). Finally a 1981 survey by the Research Triangle Institute found that only 2 percent of grades 7-9 and 8 percent of grades 10-12 reported using Sociological Resources for Social Studies, one of the major projects of the movement (Smith).

However, there seemed to be some data that characterized the New Social Studies as somewhat of a qualified success. While history and geography had re-emerged as the major focus of content, the New Social Studies had not been completely eliminated from texts (Birchell and Taylor). For one thing, recent textbooks were different from their

counterparts of twenty years ago--many incorporated inquiry exercises (Downey). Teachers were influenced by the projects. Even though one survey showed only 5 percent of teachers were using New Social Studies materials, teachers were using a broader repertoire of methods and materials than they did twenty years ago (Downey). And while a 1981 survey showed 70 percent of teachers had abandoned the New Social Studies, 30 percent had not (Switzer). Most businesses would consider a product that could corner 30 percent of the available market a reasonable success. Perhaps educators were too accustomed to looking at 30 percent and seeing an 'F.' (Switzer)

CONCLUSION

The content of social studies seemed to reflect the society at large that produced it. The Progressive movement of the 1920's, for example, with its emphasis on relevance and utility, saw a decline in academic and intellectually oriented disciplines in high school that continued throughout the 1950's (Eggerz). The Soviet "jump" on space exploration, with the launching of SPUTNIK, caused a flurry of activity among American educators and vast amounts of federal money were ear-marked to revitalize education in general, and social studies in particular (Haas). The result was the New Social Studies, new, innovative, and drastic departures from the traditional

textbook approach. The projects and their methodology reflected the desire for relevancy, the pervasive social change that was sweeping the nation, the questioning of authority, and the questioning of society's values that characterized the 1960's and the early 1970's (Jarolimek). The late 1970's and early 1980's was a time of retrenchment, both economically and philosophically (Haas). The New Social Studies appeared doomed, but in reality the pendulum did not swing completely back to where it had been before. For despite the changing jargon and terminology, "good social studies teachers have always taught the New Social Studies" (Ellis: 198).

RECOMMENDATIONS

It is recommended that history be the underpinning upon which social studies should be built. History gives us a complete picture of how societies evolve, flourish, and disappear. The concerns of people have not changed much since ancient times and studying man's past can give us a "blueprint of the direction of mankind and what mankind can and cannot do under different circumstances" (Yourcenor: 61).

The State Department and other agencies that need to predict the future have long used historical methods and have employed historians in their decision making (Alder). The social activists of the 1960's could have benefited from their example. They would have been better served by

studying the later Roman Empire than by a class in current events. More could have been learned "by looking back than from merely looking around" (Greenfield: 76). Of all the technical and political explanations abounding for the United States misadventure in Southeast Asia, one takes precedence over all. "Quite simply we didn't know who the Vietnamese were" (Greenfield: 76).

The many electives spawned by the New Social Studies and the inquiry method of teaching them are worthwhile and should not be discarded. But they should not be studied as isolated fragments. They should be integrated into a greater vision of the world and of our place in it (Sykes). History can be that integrating discipline. It can provide a sense of how all the other subjects connect (Toppin). It is the glue that holds together the skills, concepts, and facts from many disciplines. "And just as a tailor had better know all his customer's measurements before he cuts the sleeves. . . of a suit, so a child in school needs to gain some comprehension of human experience whole before being able to make sense of the fragments" (Howard and Mendenhall: 9).

BIBLIOGRAPHY

Alder, Douglas D. "Why Teach History?" Southwestern Journal of Social Education 1(Fall, 1970): 7-16. (26, 37)

Anderson, Randall C. "Methodological Change in Social Studies Instruction." Current Trends in Secondary School Social Studies. Lincoln, Neb.: Professional Educators Publications, Inc., 1972. (8, 34)

Barr, Robert D., James L. Barth, and Samuel Shermis. Defining Social Studies. Washington, D.C., 1977. (Bulletin of the National Council for the Social Studies, No. 51) (9)

Benjamin, James M. "What Have We Done to Social Studies?" Social Education 39 (February, 1975): 88-91. (14)

Birchell, Gregory R. and Bob L. Taylor. "Is the Elementary Social Studies Curriculum Headed 'Back-to-Basics'?" The Social Studies 77 (March/April, 1986): 80-82. (17, 35)

Brown, Les, Robert Goodall, and G. Thomas Baer. "The Sixties Social Studies Movement: Have Conditions Really Changed?" Clearing House 55 (October, 1981): 86-87. (21)

Cox, C. Benjamin, and Byron G. Massialas. Social Studies in the United States. New York: Harcourt, Brace, and World, Inc., 1967. (7, 32)

Downey, Matthew T. "Beyond the Era of the New Social Studies: Putting the Present into Perspective." The Social Studies 74 (January, February, 1983): 6-9. (21, 33, 36)

Downey, Matthew T. "The Status of History in the Schools." History in the Schools. Washington, D.C., 1985. (Bulletin of the National Council for the Social Studies, No. 74) (19, 33)

Egan, Kieran. "Teaching History to Young Children." Phi Delta Kappan 63 (March, 1982): 439-41. (29)

Eggerz, Solveig. "How Social Studies Edged History out of the School Curriculum--and the Consequences for the American Society." Lincoln Review 6 (Spring, 1986): 39-52. (1, 10, 31, 33, 36)

Elementary Social Studies, School City of Mishawaka, Units of Study, Grade 6, 1977. (12)

Ellis, Joseph V. "A Philosophical Analysis of the 'New' Social Studies." The Social Studies 62 (October, 1971): 195-203. (13, 31, 34, 37)

Fenton, Edwin, and John M. Good. "Project Social Studies: A Progress Report." Social Education 29 (April, 1965): 206-208. (3, 4, 5, 32, 34)

Gall, Morris. "Future of History." Social Education 29 (May, 1965): 269-71. (2,4)

Good, Carter V., Editor. Dictionary of Education. New York: McGraw-Hill Book Co., 1973. (3)

Greenfield, Meg. "Lest We Forget." Newsweek (February 2, 1976): 76. (24, 38)

Gross, Richard E. "The Status of the Social Studies in the Public Schools of the United States: Facts and Impressions of a National Survey." Social Education 41 (March, 1977): 194-200. (22)

Guenther, John, and Wayne Dumas. "Teacher Familiarity with and Use of Project Social Studies in the Midwest." Educational Leadership 30 (April, 1973): 641-643. (15, 35)

Haas, John D. The Era of the New Social Studies. Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education, 1977. (5, 31, 32, 36)

Haas, John D. "Is the Social Studies Curriculum Impervious to Change?" The Social Studies 77 (March/April, 1986): 61-65. (17, 34, 35, 37)

Haas, John D. "Whither the Social Studies?" The Social Studies 68 (February, 1967): 58-61. (1, 6, 17)

Herlihy, John G., and David B. Strahan. "Social Studies Innovations--A Decade Later." Social Education 48 (September/October, 1984): 466-69. (20)

Hertzberg, Hazel Whitman. "Social Studies: The Lessons of History." Social Studies in the 1980's: A Report of Project SPAN. Ed. Irving Morrissett. Alexandria, Va.: Association for Supervision and Curriculum Development, 1982. (30)

Hickman, Warren L. "The Erosion of History." Social Education 43 (January, 1979): 18-22. (18)

Howard, James, and Thomas Mendenhall. "History and a Fuller Life." Making History Come Alive: The Place of History in the Schools. Report of the History Commission of the Council for Basic Education. Washington, D.C., 1972. (30, 38)

Hunt, Richard M. "Is History Dead?" American Heritage 28 (December, 1976): 86-92. (24)

Jarolimek, John. "In Pursuit of the Elusive New Social Studies." Educational Leadership 31 (April, 1973): 596-599. (6, 31, 37)

Kirkendall, Richard S. "The Status of History inthe Schools." The Journal of American History LXII September, 1975): 557-570. (1, 8, 32, 33)

Krug, Mark M. "What History Is and What It Is Not." History and the Social Sciences. Waltham, Mass.: Blaisdell Publishing Co., 1967. (25)

Krug, Mark M. "The Uses of History." History and the Social Sciences. Waltham, Mass.; Blaisdell Publishing Co., 1967. (25)

Lipsky, William E. "The New Social Studies: Five Major Projects." Social Studies Review 16 (February, 1976): 73-77. (11)

Moreland, Willis D. "Curriculum Trends in the Social Studies." Social Education 26 (February, 1962): 73-76, 102. (9)

Morrissett, Irving. "Four Futures for Social Studies." Social Education 48 (November/December, 1984): 511-16. (29)

Morrissett, Irving, Sharryl Hawke, and Douglas P. Superka. "Six Problems for Social Studies in the 1980's." Social Education 44 (November/December, 1980): 561-570. (15, 33)

Ochoa, Anna S. "Are Social Studies Educators Impervious to Change?" The Social Studies 77 (March/April, 1986): 66-68. (12, 33)

Ostendorf,Logan. "Summary of Offerings and Enrollments in Public Schools, 1972-73." National Center for Education Statistics. Washington, D.C.: G.P.O., 1975. (7)

Ponder,Gerald. "Getting Real: Suggestions for Revising the Social Studies Curriculum." Educational Leadership 40 (January, 1983): 56-61. (23)

Ponder, Gerald. "The More Things Change. . . . : The Status of Social Studies." Educational Leadership 37 (April, 1979): 515-518. (16)

Ravitch, Diane. "Decline and Fall of Teaching History." New York Times Magazine 17 November 1985: 50ff. (14, 31)

Rundell, Walter Jr. "History Teaching: A Legitimate Concern." Social Education 29 (December, 1965): 521-524. (19)

Shaver, James P., O.L. Davis, Jr., and Suzanne W. Hellburn. "The Status of Social Studies Education: Impressions from Three NSF Studies." Social Education 43 (February, 1979): 150-54. (20,34, 35)

Smith, David W. "What Went Wrong with the Social Studies Reform Movement?" Indiana Social Studies Quarterly 34 (Spring, 1981): 19-24. (1, 23, 25)

Spillane, Robert R., and Regnier, Paul. "Revitalizing the Academic Curriculum: The Case of the Social Studies." Phi Delta Kappan 62 (June, 1981): 731-32. (28)

Switzer, Thomas J. "Reflections on the Fate of the New Social Studies." Phi Delta Kappan 62 (June, 1981): 729-30. (18, 36)

Switzer, Thomas J., Malcolm A. Lowther, William M. Hanna, and Ralph D. Kidder. "Dissemination and Implementation of Social Studies Project Material." Three Studies on Perception and Utilization of "New Social Studies" Materials. Ed. Carole L. Hahn. Washington, D.C.: National Inst. of Education (DHEW), 1977. (16, 34, 35)

Sykes, George. "The Decline of Social Studies: Changing Perspectives in Social Studies Education in the 20th Century." The Social Studies 66 (November/December, 1975): 243-46. (13, 38)

Toppin, Marha Doerr. "I Know Who's Going With Me: Reflections on the Fellowship of History." Social Education 44 (October, 1980): 456-60. (26, 38)

Weinland, Thomas P. "On Revitalizing the Social Studies Curriculum." Phi Delta Kappan 63 (March, 1982): 442-43. (27)

Yourcenar, Marguerite. "Ancient-History Lesson: Our Problems are Nothing New." U.S. News & World Report 89 (July 28, 1980): 61 (27, 37)

BACKGROUND

Name: Aniela K. Berreth

Education: Indiana University at South Bend, B.S. in Secondary Education, with high distinction, May, 1978. Teaching concentration: Social Studies, American and World History

Experience: 1 year teaching U.S. history at Elkhart Memorial High School

8 years teaching social studies at St. Joseph Elementary School, Mishawaka, a private school where the emphasis at the 6th, 7th, and 8th grade levels is on teaching social studies as relatively pure disciplines--i.e., western civilization, geography, American history.

I also teach Catholic Church history and 2 sections of English grammar.

Rationale: I have long been a serious student of history and a believer in the fact that giving our students a solid foundation in history is necessary to preserve our future. We currently have the technology to destroy ourselves several times over. What we need now is the ability to deal with our enemies so that this will never have to occur. Only by understanding our enemies can this become a reality, and understanding why our enemies are the way they are is history.